

ELA Daily Lesson Plan

Day 1

Digital Plan

Printed Plan

To be completed only in the absence of internet access

Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into Achieve3000 and complete the article, "U.S. History...in Germany" News: History	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "An Uninvited Guest" Narrative Text
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the vocabulary and writing activity on pages 211 and 216

SS Daily Lesson Plan

Day 1

Assignments are the same,

whether using the online platform or the paper format.

Week 21: Stopping the Spread of Communism

Review Vocabulary Terms

Read the article on page 1

ELA Daily Lesson Plan

Day 2

Digital Plan

Printed Plan

To be completed only in the absence of internet access

Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into Achieve3000 and complete the article, "BookTube Makes Reading Social" News: Technology	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "Support Art in the Park" Opinion/Persuasive
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the idioms and homophones activity on pages 217 and 218.

SS Daily Lesson Plan

Day 2

Assignments are the same,

whether using the online platform or the paper format.

Week 21: Stopping the Spread of Communism

Review Vocabulary Terms

Read the articles on pages 2 and 3

ELA Daily Lesson Plan

Day 3

Digital Plan

Printed Plan

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Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into Achieve3000 and complete the article, "Saving the Children" News: Eye On People	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "A Movie for Everyone" Opinion/Persuasive
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the write an analysis and sentence fluency activity on pages 219 and 220.

SS Daily Lesson Plan

Day 3

Assignments are the same,

whether using the online platform or the paper format.

Week 21: Stopping the Spread of Communism

Complete page 4 activities

ELA Daily Lesson Plan

Day 4

Digital Plan

Printed Plan

To be completed only in the absence of internet access

Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into <i>Achieve3000</i> and complete the article, "Give Me S'more!" News: In the Kitchen	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "We Can All Be Winners Here!" Opinion/Persuasive
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the complex sentences activity on pages 106 and 107.

SS Daily Lesson Plan

Day 4

Assignments are the same,
whether using the online platform or the paper format.

Week 22: The Korean War

Review Vocabulary Terms

Read the article on page 1

ELA Daily Lesson Plan

Day 5

Digital Plan

Printed Plan

To be completed only in the absence of internet access

Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into <i>Achieve3000</i> and complete the article, "Happy 60th, Hawaii!" News: History	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "When Lightning Strikes" Informational Text
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the proofreading and complex sentences activity on pages 109 and 110.

SS Daily Lesson Plan

Day 5

Assignments are the same,

whether using the online platform or the paper format.

Week 22: The Korean War

Review Vocabulary Terms

Read the articles on pages 3 and 4

ELA Daily Lesson Plan

Day 6

Digital Plan

Printed Plan

To be completed only in the absence of internet access

Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into <i>Achieve3000</i> and complete the article, "Dance Crazes Bring People Together" News: Arts and Entertainment	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "A Close Circle of Friends" Narrative Text
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the homophones activity on pages 128 and 129.

SS Daily Lesson Plan

Day 6

Assignments are the same,
whether using the online platform or the paper format.

Week 22: The Korean War

Complete activities on page 4

ELA Daily Lesson Plan

Day 7

Digital Plan

Printed Plan

To be completed only in the absence of internet access

Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into <i>Achieve3000</i> and complete the article, "Bad Breath?" News: Animals in Action	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "Living with Good Germs" Informational Text
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the homographs in paragraphs and writing activity on pages 130 and 131.

SS Daily Lesson Plan

Day 7

Assignments are the same,
whether using the online platform or the paper format.

Week 24: Important Figures of the Cold War

Review Vocabulary Terms

Read the article on page 1

ELA Daily Lesson Plan

Day 8

Digital Plan

Printed Plan

To be completed only in the absence of internet access

Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into <i>Achieve3000</i> and complete the article, "Ewww! Don't Touch That!" Life Science Studies: Structure, Function, and Organic Processes	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "Dora, the Dog Wonder" Narrative Text
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the complex sentences activity on pages 106 and 107.

SS Daily Lesson Plan

Day 8

Assignments are the same,
whether using the online platform or the paper format.

Week 24: Important Figures of the Cold War

Review Vocabulary Terms

Read the article on page 2

ELA Daily Lesson Plan

Day 9

Digital Plan

Printed Plan

To be completed only in the absence of internet access

Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into <i>Achieve3000</i> and complete the article, "What Kids Eat at School" News: World Beat	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "Join the North School Walkers"
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the comprehension and fluency activity on pages 213, 214 and 215.

SS Daily Lesson Plan

Day 9

Assignments are the same,

whether using the online platform or the paper format.

Week 24: Important Figures of the Cold War

Review Vocabulary Terms

Read the article on page 3

ELA Daily Lesson Plan

Day 10

Digital Plan

Printed Plan

To be completed only in the absence of internet access

Digital Plan 45-minute lesson	Printed Plan 45-minute lesson
Fluency: Choose a leveled reader in your <i>Reading Wonders</i> account and read for enjoyment (complete the attached reading log).	Fluency: Choose a book or leveled reader and read for enjoyment (complete the attached reading log).
Skill Focus: Log into <i>Achieve3000</i> and complete the article, "Hidden No More" Media Mix: History	Skill Focus: Complete your <i>Lexia</i> Reading Comprehension Passage and Summary/Main Idea Sheet "Splendid Spiders Informational Text
Core Lesson: Work on assignments on your student dashboard in <i>Reading Wonders</i> . Found in the "Games" or "To Do" section.	Core Lesson: Use the <i>Your Turn</i> practice book reproducible to complete the literary elements activity on page 217.

SS Daily Lesson Plan

Day 10

Assignments are the same,

whether using the online platform or the paper format.

Week 24: Important Figures of the Cold War

Complete the activities on page 4

Inspire 2K Essay Contest Criteria!

Due Date: April 28, 2020

3 Page Essay Including the Following:

- Describe what a goal is.
- Explain why it is important to set goals.
- Describe short, medium, & long term goals.
- Students will share their top three goals.
- Students will explain what it will take to achieve their goals.
- Students will express why those goals are important to them.
- Students will explain what they will do once they achieve their goals.
- Students will include at least three pictures – either drawn or actual pictures.
 - Picture of them working on their goal.
 - Picture of someone they look up to.
 - Picture of them achieving their goal in the future.

I encourage each student to be creative and to use their imagination. Goals are all about visualizing what it is that they would like to accomplish. Students can include as many pictures and descriptions as they would like to. I look forward to reviewing their essays.

-Officer Williams

LEVEL 19, UNIT 2
NARRATIVE TEXT

The dark-winged, **unidentified** flying object swooped from the ceiling toward the family seated in the kitchen and back up again. Bashir screamed, and his sister Aisha slid off her chair to hide under the table. "Don't worry," their grandmother said calmly. "It's just a bat."

"What do you mean it's just a bat?" Bashir shrieked, waving his arms frantically to keep the winged creature away. "Those things carry rabies!"

Aisha peered out from under her hiding spot. "Babies? I don't see its babies."

Bashir shook his head and answered, "Not babies—rabies, rabies! It's a disease you get from bats. They bite you, and then you die."

Aisha started to cry, and their grandmother said, "Let's not overreact. First, very few bats carry rabies. Second, there's a medical treatment for rabies. And third, this poor bat is probably just as afraid of you as you're afraid of it."

"Who's afraid?" asked Bashir in the bravest voice he could **muster**. Just then, the bat spread its wings and glided toward Bashir's head. He screamed again and ducked behind Aisha under the table.

"I heard that bats like to get tangled in people's hair!" Aisha **shuddered**.

"That's only a myth," **reassured** their grandmother as she quickly gathered a blanket that had been draped over a chair. "And this poor animal will soon exhaust itself." Sure enough, after a few more swoops around the room, the bat finally settled on a high shelf. A quick toss of the blanket succeeded in trapping the bat in its soft folds.



"You caught it!" exclaimed Bashir. Every time he visited his grandmother, he was always impressed that she knew exactly how to handle any situation.

Bashir crept closer to the bundle in his grandmother's arms and saw that the bat's eyes were fixed on him with a combination of what he thought might be curiosity and fear. "Now what should we do with it?" he asked in a hushed tone.

"We need to set it free, of course," their grandmother asserted, walking to the door and opening it. "I'm not sure if this bat wants to make a home in our attic or if it's lost, but it will be much more comfortable outside." She shook the blanket gently to release the bat, and they watched it soar into the distance until it disappeared.

Bashir breathed a sigh of relief, and his grandmother smiled.

"I'm always happy to see bats flying around *outside* because they **devour** mosquitoes by the thousands," she remarked. "Without bats, the world would be much buggier than it is. We need them, even though we don't like to share our indoor spaces with them."

One evening not long after the weekend visit with his grandmother, Bashir noticed familiar black figures circling **swiftly** against the dimming sky outside his apartment window. He recognized them immediately and murmured, "Hello, my mosquito-eating friends," pleased that this time he did not feel afraid at all.

Name _____

assume

guarantee

nominate

obviously

sympathy

weakling

rely

supportive

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. Why is being **supportive** a good quality in a friend? _____

2. What might make you **nominate** someone for class president? _____

3. What do you **assume** when an expert speaks about his or her work? _____

4. What is true about a person who is **obviously** rushing somewhere? _____

5. What kind of person has **sympathy** for other people's problems? _____

6. What is something that can help **guarantee** that you will get good grades? _____

7. Why wouldn't a **weakling** make a very good weightlifter? _____

8. What is a way that you can **rely** upon a good umbrella? _____

Name _____

Afternoons Alone

Rusty moped around the empty house. Grandpa had been helping to build tanks at the factory since America declared war against Japan. Without him, there was nobody to fish with. There was no one to talk with in the afternoon.

Yesterday, his friend Corey had told Rusty, "Every day, after school, I clean house and do chores. Then, when Mom returns home from the tank factory, we can have some fun time together."

"How keen it will be when the war ends!" exclaimed Rusty.

"We'll have lots of family time then," Corey said excitedly.

Rusty eyed the dirty windows in his house and said to himself, "Maybe I can help with some chores, too."

Answer the questions about the text.

1. How do you know that this text is historical fiction?

2. What events in the text are typical of the time period in which the text is set?

3. Write an example of dialect in the text and tell what it means.

LEVEL 19, UNIT 8
OPINION/PERSUASIVE TEXT

Support Art in the Park

Dear Editor,

I'm writing to urge everyone to come to Art in the Park this Saturday in Broad Creek Park, from 9 AM to 6 PM. There is no admission fee, and there's so much to do and see. Over 150 local artists will be showing their work, hoping to sell some of it to you. There will also be an art show featuring the best work of fifty students from local schools. The student works have already been judged, so you can see if you agree with the judges' choices. They have awarded blue, red, and white ribbons to some of the up-and-coming artists in our local high school, middle school, and two elementary schools.

This year, we are introducing a special section set aside for even younger artists. It is called Kids in the Park. It comes equipped with fingerpaints, chalk, watercolors, crayons, and lots of paper so kids can make their own artistic creations. And don't worry about mess. We provide smocks for kids to wear to keep their clothes clean!

A local band, the Snow Squalls, will be providing country music to keep things lively. And a food court, run by **Aroma Market**, will have a wide variety of scrumptious treats. (As everyone knows, Aroma Market is famous for its tasty food!)

This is the third year for Art in the Park. We have been encouraged by the number of people who attended the first two times, but we need more of you to come! Supporting art in our community has so many benefits for you, for your kids, and for our local artists.



It's a chance for you to get to know other community members as you stroll through the show. It's a chance for you and your kids to experience different kinds of art: paintings, photographs, sculpture, pottery, **carvings**, jewelry, and more. It's a chance for you to discuss what you see with the artists themselves. Don't be afraid to ask questions or to share opinions. Talking with community members is one of the main reasons the artists enjoy participating in this event!

So imagine yourself, strolling through our beautiful park, listening to entertaining music and eating delicious food. As you view a wide range of art, one piece in particular catches your eye. You have an interesting chat with the artist and then you decide to buy the piece. It didn't cost that much, and you know it will look just beautiful in your home.

Now stop imagining, and experience the real thing! Support and get to know your local artists, encourage student artists, help your community, and enjoy yourself.

We hope to see you this Saturday!

Antony Alvarez

Art in the Park Chairman

Name _____

Read each passage. Underline the idiom in each one. Then, on the lines below the passage, restate the idiom in your own words.

1. "You're really putting me on the spot," he said to the person at the other end of the line. "I already have a commitment today, Jim."

2. After the stock market crash of 1929, his newspaper had laid off most of the reporters. Four years later, they still had only a skeleton crew. He was glad to have a job, but he was overworked and underpaid.

3. Nancy jumped up from her chair and ran to her bedroom to change out of her fishing clothes. "Make tracks," her dad called down the hallway. "We're in a hurry!"

4. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. "Upkeep cost an arm and a leg, and the drought killed our chances of a good crop."

5. Mr. Jenson grinned and ruffled Nancy's hair. "I taught her everything she knows," he said. "She's a chip off the old block."

Name _____

stationery	presents	pray	colonel	manner
pier	council	presence	waist	suite

A. Read each pair of words below. Circle the word that is a homophone of a word from the box above. Then write a word from the box to form a homophone pair.

1. sweet, sweat _____
2. stationing, stationary _____
3. count, counsel _____
4. manor, mansion _____
5. kernel, color _____

B. Choose three homophone pairs from above. Write a sentence using each pair of words.

6. _____

7. _____

8. _____

LEVEL 19, UNIT 14
OPINION/PERSUASIVE TEXT

A Movie for **Everyone**

by Riya Sharma

Are you looking for a film to rent that the whole family can enjoy? I've got the perfect movie for you. It has something for everyone: adventure, suspense, comedy, tragedy, and best of all, singing and dancing. Even if you don't think you like movie musicals, give it a try. I don't like most **musicals**, but I love this movie.

The name of the movie is *Oliver!* (The exclamation mark isn't from me. It goes with the title.) It was released in 1968 and went on to win a raft of awards, more than most films ever will. Since then, audiences of all ages have been happily viewing it again and again. The movie is based on *Oliver Twist*, a classic book by the British writer Charles Dickens.

Oliver! sticks to the part of the story that tells about Oliver Twist's childhood, which takes place in the early 1800s in England. The boy, who is an **orphan**, gets swept up in a gang of kids who are thieves and **pickpockets**. These kids are tough, but they aren't mean. They really look out for each other. Their leader is an outrageous old man named Fagin. He's not so nice, but you'll love to hate him! And he'll have you helpless with laughter as he instructs the boys, singing "You've Got to Pick a Pocket or Two."

Almost as memorable is a gang member called the Artful Dodger. (His nickname means that he's quite good at getting himself out of danger.) Dodger welcomes Oliver into the group with a song, telling the orphan to "consider yourself part of the family." He then becomes Oliver's loyal friend and protector.



I mention some of the songs because they, and the other great songs, fit so well with the story. You'll want to sing along with these powerful tunes, so I strongly recommend going online to find and print out the song lyrics. After all, you'll be sitting in your own home, not bothering anyone else. Why not sing along? And while you're at it, enjoy the fantastic dance sequences as well.

Let me add just a few words of caution. If really young children are watching, tell them that everything turns out all right for young Oliver. Otherwise, they might get upset by some of the things that happen, especially when nasty Bill Sykes is around.

But *Oliver!* isn't meant to be a frightening movie. It's really a celebration of love and friendship, full of fun and energy. It has interesting characters that little kids will like and that older kids and parents will get a kick out of. After you see *Oliver!* you'll know why they added that exclamation mark to the title!

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence to explain how the author developed the setting of a historical fiction story.

Topic sentence	→	In "Nancy's First Interview," the author uses details to show that the story takes place in America during the 1930s.
Evidence	→	The author includes the detail that the newspaper laid off people after the stock market crash in 1929. I know that this was a real event. Mr. Jenson and Nancy are going to interview a family that had moved from Oklahoma to California in search of work. I know that during the 1930s many families moved to California to find work.
Concluding statement	→	These details show that the story takes place in America during the 1930s.

Write a paragraph about a historical fiction story. Cite evidence from the text to show how the author used details to develop the setting.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about adding transitions to help connect ideas.

Draft Model

We help clean up the local park. I pick up trash. My mom gathers items for recycling. We take everything to the waste collection site. We head home.

1. How are the ideas in the second and third sentences of the paragraph related?
2. What transition words could you add to the third sentence to link it to the second sentence?
3. What transition could you place at the beginning of the last sentence to show when it happens?

B. Now revise the draft by adding transitions to help connect ideas and to help readers follow what happens at the park.

LEVEL 19, UNIT 9
OPINION/PERSUASIVE TEXT

We Can All Be Winners Here!

By Lamar Green, Grade 6

If you listen to the news these days, you know that everybody is concerned that kids aren't eating enough nutritious food. If any of these concerned **citizens** ever visited our cafeteria at lunch time, they might worry even more! Yes, the daily hot lunch features healthy food, but the vegetables taste terrible. They're either overcooked frozen vegetables, or if they're in salads, they are not very fresh. And then what happens? Kids leave the vegetables untouched. Who wants to eat mushy broccoli or **wilted** lettuce? So the school spends money on food that gets thrown away, and we kids don't get a complete, nutritious meal. Everybody loses.

But there's a way for everyone to win: Our school could set up a farm-to-school program. Over 2,000 schools all across the country already have farm-to-school programs that are running successfully. Here's how it works: The school sets up an arrangement with local farmers, who sell certain fresh fruits and vegetables to the school every few days. Farm-to-school programs also include classroom visits from farmers, who help kids understand what's involved in farming, and field trips for kids to see real farms firsthand.

The farmers win because they have a nearby market for their crops that they can depend on. They don't have to drive around, selling their food to different stores at a lower price, so the stores can turn around and sell it at a higher price. This means farmers earn more money and don't have to spend as much on transportation.



The school wins, too, because it gets to know the local farmers. It can work with farmers to decide which kinds of fruits and vegetables to grow. (Maybe we kids can make suggestions, too—that would be cool!)

But most of all, kids win. We get tasty, fresh fruits and vegetables to eat. Think how fantastic it would be if our cafeteria also included a great salad bar! And along with eating better, we could learn more about where our food comes from through classroom visits and field trips. We'd get to know the farmers in our community and see for ourselves how our food is grown.

I hope I've made it clear why our school should set up a farm-to-school program. Everybody wins!

Name _____

The Wedding

Cindy's oldest sister, Becca, went to a wedding last weekend. Becca is telling Cindy about her friend's wedding traditions.

"The ceremony took place beneath a chuppa."

"What is a chuppa?" Cindy asked.

"A chuppa is an open tent, which stands for a new home. Then the groom gave the bride a solid gold ring, which stands for the hope that they will be together always," Becca said. "Finally, they had a party and danced a special dance called the Hora."

"That sounds like a great wedding!" exclaimed Cindy.

Answer the questions about the text.

1. How do you know this text is realistic fiction?

2. Write one example of realistic dialogue found in the text. Explain why it is realistic.

3. How does Becca describe the chuppa and what it stands for?

4. Write another descriptive detail from the text. How does this detail help you experience the text as realistic?

Name _____

Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then tell what the word means.

1. Mrs. Wright placed a warm hand on Alex's shoulder, which made him feel a little less **nervous**.

2. Alex still looked **confused**, so Yuma explained that the Kwakiutl people believe that wealth should be shared.

3. He was **startled** to see his mother at the front door because he felt as if she had just dropped him off.

LEVEL 19, UNIT 4
INFORMATIONAL TEXT

When Lightning **STRIKES**

Imagine two huge lightning bolts **simultaneously** strike the tips of two skyscrapers. Impossible? Well, just such a thing happened in Chicago in 2010, and one photographer was lucky enough to capture the spectacular moment. But then, lightning flashes often have a way of being highly dramatic.

Most of us don't see many lightning flashes in a year, but don't be fooled. According to recent satellite data, over three million lightning flashes occur worldwide every day. Most travel from cloud to cloud, but about 860,000 of them strike either the ground or some water surface on Earth.

Lightning travels at the speed of light, which is 186,282 miles per second (299,792,458 meters per second). The reason the thunder we hear trails far behind the lightning we see is that the speed of sound is **comparatively** slow. It takes five seconds just to travel a mile in warm summer air. This difference in speeds provides a quick way of estimating how close an electrical storm is. As soon as you see a lightning flash, start counting seconds (*one thousand and one, one thousand and two*). Stop when you hear the thunder and divide by five to get the number of miles.

As enjoyable as lightning is to watch, it can do tremendous damage. Lightning strikes are the major cause of forest fires and frequently cause power **outages**. A lightning strike in northern New York caused a blackout that **paralyzed** New York City in 1977. More importantly, about 24,000 people are killed by lightning every year. Ten times that number are seriously injured. So if you see a flash of lightning, start counting. The latest guidelines say to head for shelter as soon as that number is under 30.



If you're in a car, make sure the windows and doors are closed. If you're outdoors and can't reach a building, avoid anything tall in your area. Lightning tends to take the most direct route to Earth, striking the closest (tallest) object that happens to be in its path. Stay away from single trees, high fences, and other such structures, especially metal ones that **conduct** electricity. Avoid open areas. If you can't get out of the open, crouch close to the ground. If you are swimming in water, get out.

If you make it indoors, you still have to be careful. These days, buildings include various forms of lightning protection, but lightning is tricky. It can travel through phone lines, so only use cell phones for calls. It can come through faucets, so don't take a shower or wash anything during a storm. Don't stand close to windows.

Electrical storms are amazingly beautiful, but don't forget that they are also amazingly dangerous!

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about how well two authors developed realistic characters.

Topic sentence	→	I think the author of "Potluck or Potlatch?" did a better job of making the main character seem realistic than the author of "A Reluctant Traveler."
Evidence	→	In "Potluck or Potlatch?" Alex is nervous about an event he hasn't been to before. He is embarrassed when he finds out he should not have brought a dish. I think that is how most people would feel.
Concluding statement	→	In "A Reluctant Traveler," some details about Paul are not very realistic. He doesn't think it is fun to go on vacation to another country or city. I think most people would think it would be fun. The details the author used in "Potluck or Potlatch?" make Alex a more realistic character than Paul in "A Reluctant Traveler."

Write a paragraph about two stories you have chosen. Compare how well the authors developed realistic characters. Give your opinion about which character is the most realistic. Cite evidence from the text to support your opinion.

Write a topic sentence: _____

Cite evidence from the texts: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to revise the draft to make the voice more informal.

Draft Model

My relatives and I celebrate Thanksgiving as if it were a family reunion. Every member of my family attends. We all cook, eat, and spend time together.

1. How could sentences be shortened or rearranged to make them less formal?
2. What formal vocabulary could be removed? What everyday vocabulary could be added?
3. What contractions could be added?

B. Now revise the draft by adding or changing details to make the voice more informal.

LEVEL 20, UNIT 12
NARRATIVE TEXT

A Close Circle of Friends

"Field Day is this Friday," Ms. Kanner told Class 6A during the morning's announcements, "and our class needs four speedy runners for the relay race." She looked around the room. "How about you, Felipe?"

Felipe nodded and **gestured** to his two buddies, Ruben and Jack. Ms. Kanner listed the three names and said, "We need one more."

Nelson felt the **urge** to volunteer because he loved races, but he hesitated. He had been in this school for only two weeks, and it felt as though nobody had even noticed him. Maybe it was because he was small and easy to overlook. Plus, everyone already was part of a circle of friends. Ms. Kanner picked Thomas, whose hand was up, and Nelson tried not to think about his disappointment.

That afternoon Nelson sat on the grass by the track as Felipe, Ruben, Jack, and Thomas practiced running the 400 meters around the oval and passing the tube-shaped **baton**. Thomas had the fastest time, so he was assigned the **anchor leg**. After they left, Nelson jogged around the track a few times, just to loosen up his muscles, before increasing his pace.

On Friday morning, Thomas arrived in school with a **sorrowful expression** and a limp. He explained that his toe had been broken in a skateboarding accident. When Ms. Kanner asked for a replacement for the relay race, Nelson spoke up. "I can run," he offered without hesitating.

Looking at Nelson **skeptically**, Felipe asked, "You sure about that?"

"I can run anchor," asserted Nelson quietly but with confidence.



Felipe ran the first leg of the 1600-meter relay, pacing himself well. He saved a burst of speed for the last 50 meters and then passed the baton to Ruben. Ruben held the lead until the halfway point, when two runners caught up to him. He barely managed to keep up with them. Straining, he reached for Jack's outstretched hand, but there was a **fumble**, and Jack couldn't hold onto the **cylinder**. A dropped baton meant precious seconds lost. By the time Jack had completed his leg and passed the baton to Nelson, Team 6A was in third place.

Nelson eased into the run, keeping his eye on the runner ahead of him. After 100 meters, he pumped harder and passed on the right. At 200 meters, Nelson was on the heels of the first runner, letting her set the pace. "Stay with her, stay with her, stay with her, and GO!" Nelson reached inside for the power he needed. His legs and arms and lungs were in perfect **sync**, and he heard his teammates screaming for him when he crossed the finish line first.

As Nelson leaned over, hands on knees, to catch his breath, Felipe slapped him on the back and laughed, "Man, you're pretty good. What's your name again?"

A few days later, Felipe and his two buddies on the basketball court. "Hey, Nelson, I'm glad you're here!" Felipe called out. "Now we can play two-on-two."

Name _____

A. Read each word below. Write the word on the line and draw a slanted line (/) between the syllables. Then underline the vowel team.

1. grownup _____
2. faucet _____
3. footprint _____
4. although _____
5. moisture _____
6. laughter _____
7. grouchy _____
8. entertain _____

B. Read each sentence and circle the word that has a vowel team syllable. Underline the letters that form the vowel team.

9. Use caution when walking on wet or slippery surfaces.
10. I had a scary encounter with a spider in the garden.
11. She visited a small coastal city on her vacation.
12. They sat in the bleachers to watch the baseball game.

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author uses key details to support the main idea.

Topic sentence	→	In "Migration" the author provides key details to support the main idea that many animals migrate. The author gives key details by providing examples of animals that migrate.
Evidence	→	Three of these examples are quails, Arctic terns, and monarch butterflies. Quails move up and down mountains. Terns move from North America to Antarctica in August and return in June. Monarch butterflies fly from Canada to Mexico in the fall.
Concluding statement	→	The author's use of these details supports the main idea that many animals migrate.

Write a paragraph about the text you have chosen. Cite evidence from the text to show how the author uses key details to support a main idea.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

LEVEL 20, UNIT 15
INFORMATIONAL TEXT

Living with "Good Germs"

We wash our bodies to keep our skin clean. We wash our hands and our food to keep disease-causing germs from getting into our bodies. These are healthy practices, but they don't begin to keep us germ-free. Our bodies are the home planet for an enormous **variety** of tiny creatures, some of them on us and some of them in us. And that's a good thing.

For starters, tiny mites make their homes on our faces and in our eyelashes. Although they are actually relatives of spiders, these creatures are invisible to the naked eye. Each one is less than 0.016 of an inch (0.4 millimeters) long. They can slip easily into facial pores, those extremely small openings on the nose, forehead, cheeks, and chin.

These face mites particularly like to **nestle** inside our **follicles**, the pores from which hair grows. The tiny creatures feed on the oil and dead skin cells in our follicles and also lay eggs there. But don't worry about rising mite populations! Our **immune systems**, the collection of processes in our bodies that protect us from disease, work constantly to keep down these mites' numbers. As a result, we don't even notice them.

Our skin is also home to much, much smaller forms of life, each consisting of just a single cell: bacteria. We generally have over 200 kinds of **bacteria** living on our skin. Instead of harming us, these beneficial bacteria help with the healing of wounds. But that's nothing compared with the bacteria inside our bodies.

A healthy human body contains about 30 to 50 trillion cells—and about that many bacteria, too! Our immune systems target other **microorganisms** that cause us harm but not these bacteria. Like the ones on our skin, these bacteria are basically harmless or even helpful.



Let's start with our mouths. Some 25 kinds of bacteria live around our teeth and in small openings in our gums. Brushing and flossing each day keeps their numbers down and prevents them from forming sticky **deposits** called plaque. But there will always be a large colony of bacteria in our mouths, and that's good. They compete for the same food as the bad bacteria that can get in our mouths, helping to prevent illness.

There are very few bacteria in our stomachs because the stomach is such a high-acid environment. But our guts generally contain at least 500 kinds of bacteria, numbering in the billions. These bacteria help us digest our food (we couldn't do it without them!), produce vitamins, **absorb** nutrients, and fight off harmful bacteria that have invaded our **digestive systems**.

So don't worry about all the extra company our bodies contain. It's perfectly healthy!

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what information could be replaced and what facts, details, or examples you could add to support the main idea.

Draft Model

A magnifying lens is useful because it makes small objects look larger. We used one today. Ms. Michaels likes them.

1. Which sentence above does not support the main idea and could be replaced?
2. What are some concrete examples of instances when a magnifying lens is useful?
3. What other relevant evidence in the form of facts, details, or quotations could be added to support the main idea?

B. Now revise the draft by replacing information that does not support the main idea and adding facts, examples, and other details that do.

Name _____

function

flexible

obstacle

artificial

techniques

mimic

collaborate

dedicated

Use each pair of vocabulary words in a single sentence.

1. artificial, mimic

2. function, flexible

3. dedicated, obstacle

4. collaborate, techniques

LEVEL 20, UNIT 10
NARRATIVE TEXT

Dora, the Dog Wonder

Have you ever noticed that sometimes, as you're getting to know new friends, they do things that surprise you? There might be a kid who sits in the back of the class and acts goofy, but then you hear him singing a solo in the chorus, and you think, "Wow, he's so talented!" Or maybe you meet a kid who hardly ever speaks and seems shy, and then you're **startled** to find out she's earning a black belt in **martial arts**. Something like that happened with my friend Dora last week, and I'm still feeling amazed.

Dora is not a human friend—she's a dog. She came to our family about six months ago, when her owner, my uncle, took a job that required traveling. He couldn't care for her, so we took her in. Dora was the biggest dog I'd ever seen, but she was gentle and enjoyed being near people. My four-year-old sister, May, was always hugging her, and Dora welcomed the **cuddling**. You didn't have to give Dora a command to lie down, because that's what she was doing most of the time anyway. I liked Dora, though she did seem...well...lazy.

Last Saturday my family went to Riverside Park for a picnic, and we brought Dora along. It was the first day without rain in a week, so the river was higher than usual. A family of ducks was on the riverbank, and Mom and May went to look at them.



All of a sudden, I heard Mom screaming. Dad and I jumped up and ran to the water's edge, where we saw Mom thrashing in the wild, **foamy** water. But May was nowhere to be seen. "May fell in!" Mom shouted. Dad quickly leaped into the water, but I just stood there, frozen like a statue, my mind blank with terror. Then, about twenty feet downstream, I saw something **bobbing** in the **swirling** foam. It was Dora's head, and clinging to her neck was May! I hadn't even seen Dora jump into the water. Now I watched her battle the current, swimming powerfully through the moving water until she reached the shore. When she **delivered** May to Mom and Dad, they couldn't stop sobbing with relief.

May was coughing but otherwise fine. I put my arm around Dora and felt how hard she was panting from her lifesaving swim. "What a wonder you are!" I whispered to her again and again and again.

Name _____

- A **complex sentence** contains an independent clause and a dependent clause.
- **Dependent clauses** are introduced by **subordinating conjunctions**, such as *while, because, if, and although*.
- Dependent clauses can also be introduced by **relative pronouns**, such as *who, whose, which, whom, and that*, and **relative adverbs**, such as *where, when, and why*.

Read each sentence. Underline the dependent clause. Then circle the introductory word in that clause. Finally, on the line provided, write whether the introductory word is a *subordinating conjunction, relative pronoun, or relative adverb*.

1. I volunteer at the animal shelter when I have free time. _____
2. I help care for pets that are awaiting adoption. _____
3. I walk them outside while their cages are being cleaned. _____
4. If I have time, I help prepare their meals. _____
5. The manager, who is also a veterinarian, is one of my heroes. _____
6. She runs the shelter because she loves animals. _____
7. I encounter many challenges while I am volunteering. _____
8. I give special care to the animals whose needs are the greatest. _____
9. Although I have worked there for years, I still have much to learn.

10. When I grow up, I want to study medicine as well. _____

Name _____

- A **dependent clause** in a complex sentence can come after an independent clause.
- A dependent clause in a complex sentence can also come before an independent clause, separated by a comma.

Use the word in parentheses to combine the two clauses into one complex sentence. Write the new sentence on the line provided.

1. I went shopping/I made a list (before)

2. I created categories/the categories matched the aisles in the store (that)

3. I got to the store/I realized I had forgotten the list (when)

4. I tried to remember/I had written down (what)

5. I was thinking about that/you called on the phone and read me the list (while)



LEVEL 19, UNIT 7
OPINION/PERSUASIVE TEXT

JOIN THE NORTH SCHOOL WALKERS

Dear Parents of North School Students:

Have you heard about our walking-school-bus program? It began last year with 30 students. As the new school year begins, 50 students have enrolled. It would be great to see 100 or more students participate, because this program has many benefits that will help our children and our community.

Here's how the program works. Your child waits for the "bus" each morning at an **assigned** time and place. The bus is not a **vehicle**, but a group of students with one adult leading and one adult following. All the walkers stay together, with the adults making sure that everyone crosses streets safely. At the end of the school day, the walkers reverse their route. Right now, the adults are volunteers, but we hope to find the money to pay workers soon.

Even with paid workers, the program saves money for our school **district**. Because of sharply rising fuel costs, school buses take a big bite out of our district's **budget**. Fewer buses mean lower costs. Saving money to use for education instead of **transportation** is a major reason for this program, but there are other reasons, too.

The walking-school-bus program is good for everyone's health. Health experts point out that today's youngsters are not getting enough exercise, and are at risk of developing health problems as a result. Walking is a simple and effective physical activity. And it doesn't pollute the air with vehicle fumes!



In addition, students have a safer way to get to school. The walking-school-bus program **reduces** not just the number of school buses, but also the number of parent-driven cars that **clog** the streets by North School. When students no longer have to dodge traffic to enter the building, safety will be improved.

There has been an unexpected **bonus** to the program—a greater sense of community among the walkers. What better way to feel part of a neighborhood than by taking a daily walking tour! Help your child and our community by enrolling in the North School Walkers program. Sign-up sheets are in the school office.

Sincerely yours,

Edda Freeman and Tony Palermo

Parent Coordinators of the North School Walkers

Name _____

Read the passage. Use the make predictions strategy to check your understanding.

Nancy's First Interview

12 Nancy poured herself a bowl of cornflakes while her father finished a
24 telephone call. "You're really putting me on the spot," he said heatedly
39 to the person at the other end of the line. "I already have a commitment
52 today, Jim." After a few moments, Mr. Jenson sighed and hung up the
63 telephone in defeat. Nancy warily looked up from her breakfast, prepared
66 for bad news.

66 Her father gave her a melancholy smile and slumped into the chair
78 across the table from Nancy. "I'm really sorry, Nance, but I have to work
92 today. We'll have to reschedule our fishing trip." Mr. Jenson, a reporter
104 for the city newspaper, was glad to have a job after the stock market crash
119 of 1929, but he was overworked and underpaid. It was four years after the
133 crash and his newspaper was still operating with just a skeleton crew.

145 Nancy shrugged, trying not to look too upset. She wished there was
157 something she could do to comfort her dad; the last thing she wanted was
171 to make him feel guilty. "It's okay, Dad," she said, plastering a cheerful
184 smile on her face. "We can go fishing another time."

194 "The worst part is that our photographers are on other assignments,"
205 Mr. Jenson grumbled, shaking his head. He paused for a moment, lost in
218 thought. "Nancy," he finally said, "do you remember when I showed you
230 how to use my camera?" She nodded. "Do you think you could help me
244 today? I can't carry all of the equipment by myself, and at least we'd get
259 to spend some time together."

264 Nancy didn't give her dad a chance to change his mind. She jumped up
278 from her chair and ran to her bedroom to change out of her fishing clothes.
293 "Make tracks," her dad called down the hallway. "We're in a hurry!"

Name _____

As Mr. Jenson navigated their car out of town, he told Nancy about the assignment. They would interview the Carters, a family of migrant workers who had moved from Oklahoma to California in search of work. Also known as "Okies," families like the Carters were escaping drought and poverty.

Mr. Jenson pulled up to a crooked shanty on the edge of a farm. A lanky man and a stout woman greeted them.

Nancy and her father followed the Carters into the shabby house. All of their belongings were in one room: two dingy mattresses, a wobbly kitchen table with four mismatched chairs, and a small camping stove.

The adults sat around the table and Nancy hovered nervously near her father. She felt self-conscious; her family's small house seemed like a mansion compared to this place.

Mr. Jenson started the interview. "What brought you folks to California?" he asked, opening his notebook.

"Work," Mr. Carter said. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. "Upkeep cost an arm and a leg, and the drought killed our chances of a good crop."

"Don't you miss home?" Nancy blurted. She blushed, knowing she shouldn't have interrupted, but her father gave her an encouraging smile.

"There's nothing to miss," Mrs. Carter said, shrugging. "The only thing we have left in this world is each other."

Nancy was bursting with questions, and the Carters answered them all. As she listened to their stories, she realized that her family wasn't so different from the Carters. During bleak times, families had to support one another.

After the interview, Nancy's father helped her set up the camera so she could take a few photos. Mr. Carter nodded at her and said, "You've got a good little reporter there."

Mr. Jenson grinned and ruffled Nancy's hair. "I taught her everything she knows," he said. "She's a chip off the old block."



During the Great Depression of the 1930s, migrant workers packed their few belongings and headed for California.

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Name _____

A. Reread the passage and answer the questions.

1. Who goes on the newspaper assignment with Mr. Jenson, and why?

2. Contrast the Carters' home with the Jensons' home. What are two differences between the homes?

3. When Nancy compares her family with the Carters, what does she realize?

4. Who does Mr. Jenson compare himself with at the very end of the story? Explain how he makes the comparison.

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

LEVEL 19, UNIT 11
INFORMATIONAL TEXT

Splendid Spiders

Fear of spiders is common. “Ugh!” people say, “Keep that creepy thing away from me.” Many people get out the broom when they see a spider in the house. And some people panic when they see just a photo of a spider. Fearful **reactions** may be common, but they are not sensible. Only a few kinds of spiders can harm people. Spiders are actually helpful because they eat insects. Spiders are fascinating creatures that deserve to be admired.

Spiders belong to a class of animals called **arachnids**. Unlike insects, spiders have eight legs, not six, and no wings or **antennae**. There are more than 35 thousand known **species** of spiders, with more species yet to be discovered. Spiders are successful **predators** that live all over the world.

Spiders are one of the only organisms with the ability to produce silk from their bodies. About half of the world’s spiders use their silk to spin webs, which are highly effective traps. The spider rests quietly in the web or nearby, waiting for its **prey**. An insect that lands on the sticky strands of silk cannot escape. Webs come in many shapes, including funnels, sheets, and messy-looking cobwebs. The most familiar image of a web belongs to **orb-weavers**. Orb-weavers, such as the garden spider, create large, delicate, and beautifully patterned webs that **glisten** with dew.

Spider silk is famous for its strength and its ability to stretch without breaking. The very large webs of certain orb-weavers have even been used as fishing nets. A spider produces different kinds of silk for different purposes. Dragline silk, for example, is a lifeline for a dangling spider. It is stronger than a steel wire of the same width, and much more stretchable. **Engineers** and scientists study spider silk as they try to make a fiber that is equally strong and flexible.



Such lab-made spider silk could have many uses, from ultra-strong fabrics to supports for broken bones.

Spiders do amazing things. For example, they taste their food by using the hairs on their legs. They digest their food before they swallow it, using chemicals to turn it into liquid. Young spiders leave their birthplace by “ballooning”—riding air **currents** on lightweight silk threads. In addition to spiders that trap prey, there are spiders that jump, spiders that spit, and spiders that fish. Trapdoor spiders live in silken **burrows** with removable lids. When an insect passes by, the spider pops out from under the lid and grabs its prey in a flash.

People may say, “A spider—ugh!” However, once they learn a little more about spiders, it might be more fitting to say, “A spider—wow!” Spiders are marvels of the natural world.

Name _____

Restate each idiom below in your own words. Then write a sentence or two for each idiom using it in a way that demonstrates its meaning.

1. put me on the spot

meaning: _____

sentence: _____
_____**2. skeleton crew**

meaning: _____

sentence: _____
_____**3. make tracks**

meaning: _____

sentence: _____
_____**4. cost an arm and a leg**

meaning: _____

sentence: _____
_____**5. chip off the old block**

meaning: _____

sentence: _____

Home Reading Log

Name _____

Week of _____

Weekend	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes _____
	_____ _____	Parent Signature _____
Monday	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes _____
	_____ _____	Parent Signature _____
Tuesday	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes _____
	_____ _____	Parent Signature _____
Wednesday	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes _____
	_____ _____	Parent Signature _____
Thursday	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes _____
	_____ _____	Parent Signature _____

Home Reading Log

Name _____

Week of _____

Weekend	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes _____
	_____ _____ _____	Parent Signature _____
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	_____ _____ _____	Parent Signature _____
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	_____ _____ _____	Parent Signature _____
Wednesday	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes _____
	_____ _____ _____	Parent Signature _____
Thursday	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes _____
	_____ _____ _____	Parent Signature _____

Lexia Comprehension Article Summary/Main Idea Form

Student Name	
Date	
Title of Article	
Main Idea and Supporting Details	<p>Main Idea</p> <p>Supporting Detail 1</p> <p>Supporting Detail 2</p> <p>Supporting Detail 3</p>

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